

Dear Applicant:

This package contains information necessary for the submission of applications for fiscal year (FY) 2000 grant awards under the Formula Grants to Local Educational Agencies Program (CFDA 84.060), authorized in Part A, Subpart 1 of Title IX of the Elementary and Secondary Education Act (the Act). The purpose of the Indian Education Formula Grant program is to eligible applicants to provide Indian students with the opportunity to meet the same challenging State standards as all other students and meet the special educational and culturally related academic needs of American Indian and Alaska Native students. The Act and the instructions in this letter and application package are to be used in developing your fiscal year 2000 application.

The deadline for submission of applications is June 2, 2000.

Applications that do not meet the deadline will not be considered for funding in the initial allocation of awards. However, if funds become available after the initial allocation of funds, applications not meeting the deadline may be considered for funding if the Secretary determines, under Section 9117(d) of the Act, that reallocation of those funds to late applicants would best assist in advancing the purposes of the program. However, the amount and date of an individual award, if any is made under this provision, may be less than the applicant would have received had the application been submitted on time. In any case, no grant may be awarded unless a completed application has been received, reviewed, and approved by the Department.

Special Instructions:

- Projects supported by grants under this program may be planned for a period of up to 5 years. However, funding for each subsequent year of a multi-year project will be approved annually upon receipt and approval of a continuation application. Additional instructions have been included in the application package for new multi-year applications.
- All new and continuation applications will use the forms provided in this application package. Specific instructions are provided on the contents for each type of application.
- Applications submitted must address all required information in order to be funded.

- Applications for new project periods must provide information that addresses Section 427 of the Department of Education's General Education Provisions Act (GEPA), the requirements of which are enclosed in Section C, Part IX.
- All applicants, except Bureau-funded schools, are required to submit a copy of their application to the appropriate State Department of Education for review (required in section 9118 of the Act). The copy should be submitted to the State Department of Education at the same time the original and two copies are submitted to OIE.
- Submit the **original and two copies** of your application to:

*U.S. Department of Education
Office of Indian Education
Attention: CFDA #84.060
400 Maryland Ave., SW., Room 3W111
Washington, DC 20202-6335*

Please pay special attention to the instructions for mailing the application. No U.S. Department of Education employee is authorized to extend any deadline published in the Federal Register.

For technical assistance concerning completion of the application forms or information to be contained within the application, please contact your program specialist in the Office of Indian Education (see Section E, OIE Contacts).

Sincerely,

David Beaulieu
Director
Office of Indian Education

COMPREHENSIVE PLAN SUMMARY**Academic Student Needs**

The applicant should utilize all available sources of data, including data from other programs, to complete the summary pages for the academic, behavioral and cultural student needs. *Complete all rows for grades that are applicable to the LEA and for which data are available. At a minimum, data for Math and Reading (or Language Arts) are to be reported.*

INSTRUCTIONS: (Indicate the total number of Indian students counted per grade and include in the column marked, “# Indian Students Counted.” The total should correspond with the LEAs total Indian student count.)

- Using available data, determine the current academic performance levels of the LEA’s Indian students according to the descriptions for “A”, “P”, and “N” as shown. Indicate, in the appropriate columns, the number of Indian students that are performing at each level for the content/topic areas listed in the table below.

A = Advanced

P = Proficient

N = Partially Proficient

- Identify in the “Data” column, using the legend below, the type(s) of data source(s) used to determine levels of academic performance.

T = Test scores (example: standardized tests
or State assessments, etc.)

G = Student grades

R = Official Records (example: school statistics
or data for State reporting, etc.)

P = Pre/Post test data

O = Other Data (Specify here) --

Grades	# Ind. Students Counted	Math				Reading			
		A	P	N	Data	A	P	N	Data
PreK*									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

*School readiness or similar areas for Pre-Kindergarten students may be specified under “Other” if desired on page 3.
Section C, Part IV

COMPREHENSIVE PLAN SUMMARY**Academic Student Needs**

The applicant should utilize all available sources of data, including data from other programs, to complete the summary pages for the academic, behavioral and cultural student needs. *Complete all rows for grades that are applicable to the LEA and for which data are available.*

INSTRUCTIONS:

- Using available data, determine the current academic performance levels of the LEA's Indian students according to the descriptions for "A", "P", and "N" as shown. Indicate, in the appropriate columns, the number of Indian students that are performing at each level for the content/topic areas listed in the table below.

A = Advanced**P** = Proficient**N** = Partially Proficient

- Identify in the "Data" column, using the legend below, the type(s) of data source(s) used to determine levels of academic performance.

T = Test scores (example: standardized tests or State assessments, etc.)**G** = Student grades**R** = Official Records (example: school statistics or data for State reporting, etc.)**P** = Pre/Post test data**O** = Other Data (Specify here) --

Grades	Lang. Arts or Writing				Science			
	A	P	N	Data	A	P	N	Data
PreK*								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

*School readiness or similar areas for Pre-Kindergarten students may be specified under "Other" if desired on page 3.

COMPREHENSIVE PLAN SUMMARY**Academic Student Needs -- Continued**

The applicant should utilize all available sources of data, including data from other programs, to complete the summary pages for the academic, behavioral and cultural student needs. Complete all rows for grades that are applicable to the LEA and for which data are available.

INSTRUCTIONS:

1. **Using available data, determine the current academic performance levels of the LEA's Indian students according to the descriptions for "A", "P", and "N" as shown. Indicate, in the appropriate columns, the number of Indian students that are performing at each level for the content/topic areas listed in the table below.**

A = Advanced**P** = Proficient**N** = Partially Proficient

2. Identify in the "Data" column, using the legend below, the type(s) of data source(s) used to determine levels of academic performance.

T = Test scores (example: standardized tests or State assessments, etc.)**G** = Student grades**R** = Official Records (example: school statistics or data for State reporting, etc.)**P** = Pre/Post test data**O** = Other Data (Specify here) --

	Other (specify) --				Other (specify) --			
	A	P	N	Data	A	P	N	Data
Pre K*								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

*School readiness or similar areas for Pre-Kindergarten students may be specified under "Other" if desired.

COMPREHENSIVE PLAN SUMMARY**Behavioral Student Needs**

The applicant should utilize all available sources of data, including data from other programs, to complete the summary pages for the academic, behavioral and cultural student needs. Complete all rows for grades that are applicable to the LEA and for which data are available.

INSTRUCTIONS:

- Using available data, determine the current behavioral performance levels of the LEA's Indian students according to the descriptions for "P" and "N" as shown. Indicate, in the appropriate columns, the number of Indian students that are performing at each level for the content/topic areas listed in the table below.

P = Within acceptable or normal limits**N** = Less than acceptable

- Identify in the "Data" column, using the legend below, the type(s) of data source(s) used to determine levels of performance.

R = Official Records (example: school statistics or data for State reporting, etc.)**O** = Other Data (Specify here) --

	Attendance			Drop Out			Other (specify)--		
	P	N	Data	P	N	Data	P	N	Data
Pre									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

COMPREHENSIVE PLAN SUMMARY**Behavioral Student Needs**

The applicant should utilize all available sources of data, including data from other programs, to complete the summary pages for the academic, behavioral and cultural student needs. Complete all rows for grades that are applicable to the LEA and for which data are available.

INSTRUCTIONS:

- Using available data, determine the current behavioral performance levels of the LEA's Indian students according to the descriptions for "P" and "N" as shown. Indicate, in the appropriate columns, the number of Indian students that are performing at each level for the content/topic areas listed in the table below.

P = Within acceptable or normal limits**N** = Less than acceptable

- Identify in the "Data" column, using the legend below, the type(s) of data source(s) used to determine levels of performance.

R = Official Records (example: school statistics or data for State reporting, etc.)**O** = Other Data (Specify here) --

	Drug Use (Includes alcohol, tobacco, drugs)		Violent Behavior (Includes weapons, violence, vandalism, etc.)		Other (specify)--		
	Number of Incidences	Data	Number of Incidences	Data	P	N	Data
Pre							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Note: If data for this page are not disaggregated for the Indian student population, LEA total numbers of incidences for the last school year may be used.

_____ Check (✓) if LEA total numbers are used for this page.

COMPREHENSIVE PLAN SUMMARY**Cultural Student Needs**

The applicant should utilize all available sources of data, including data from other programs, to complete the summary pages for the academic, behavioral and cultural student needs. Complete all rows for grades that are applicable to the LEA and for which data are available.

INSTRUCTIONS:

- Using available data, determine the current performance levels of the LEA's Indian students according to the descriptions for "A", "P", and "N" as shown. Indicate, in the appropriate columns, the number of Indian students that are performing at each level for the content/topic areas listed in the table below.

A = Advance Proficiency or
Better than the norm

P = Proficient or
Within acceptable/normal limits

N = Partially Proficient or
Less than acceptable

- Identify in the "Data" column, using the legend below, the type(s) of data source(s) used to determine levels of performance.

G = Student grades

R = Official Records (example: school statistics
or data for State reporting, etc.)

P = Pre/Post test data

O = Other Data (Specify here) --

	Native Language				Tribal History/Customs				Other --Specify:			
	A	P	N	Data	A	P	N	Data	A	P	N	Data
Pre												
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

_____ Check (✓) if no data on Culture are collected in the LEA.

COMPREHENSIVE PLAN SUMMARY**Indian Student Needs Addressed by LEA Programs**

INSTRUCTIONS: Indicate with a check (✓) which of the LEA's programs are addressing the needs of the Indian students in the content/topic areas shown. *Complete the last question at the bottom of the table identifying with a check (✓) which need area(s) will be targeted by the project.*

PROGRAMS:	Math	Reading	Lang. Arts/ Writing	Science	Atten- dance	Drop Out	Substance Abuse	Violent Behavior	Native Lang.	Tribal History/ Customs	Other- Specify
Regular/Basic Program											
Title I School Wide											
Title I Targeted Services											
Eisenhower Professional Development											
Safe & Drug Free Schools Program											
Migrant Education Program											
Johnson-O'Malley											
Bilingual Education											
Special Education Program											
Comprehensive School Reform (CSR)											
Goals 2000 or State Reform											
Advanced Placement Classes											
Other/Specify:											
Which of the content/topic areas are not adequately addressed and needs to be targeted by the objectives and services of this project?											

COMPREHENSIVE PLAN SUMMARY**PROJECT PERFORMANCE OBJECTIVES**

Instructions -- Complete only the topic area(s) for each objective selected for the project. Objectives are required for each year requested in the application. Use a separate sheet for each year requested and indicate the year of the project period (**example:** Year 1, Year 2, etc.)

Content/ Topic Area	Grades or Grade Levels To be Targeted	Current Performance Levels for Grades Targeted	<u>National Goal or State or Local</u> Student Academic Content or Performance Standard Targeted	Targeted Level of Achievement by Grade to be Reached by End of Year & Mid-Year	Measure(s) of Achievement to be Used by Grade Level(s) Served	Quantity of Students to Achieve at Target Level	Timeframes for Each Assessment Method	Service Delivery Method & Frequency
<u>Example:</u> Math	Grades 3-4	40% of Indian students at grade 4 score below the Proficient Level	Students must reach a scale score of 200 or above (Proficient Level) in math in grades 4, 6, 8 and 10	End of Year -- For 4 th grade, a scale score of 200 or above (Proficient Level); for 3 rd grade a score in the 50 th percentile or above. By mid- year, increase of one letter grade for both grades.	State assessments for grade 4; CTBS/5 for grade 3. Student grades for interim assessments.	60 students (100%)	Spring testing for achievement tests; each grading period for interim assessments.	In-school computer assisted instruction (daily); in-school peer tutoring (2x week); 4 Week Summer Math Enrichment Program for grades 3-4.
Math								
Reading								

Content/ Topic Area	Grades or Grade Levels To be Targeted	Current Performance Levels for Grades Targeted	<u>National Goal or State or Local</u> Student Academic Content or Performance Standard Targeted	Targeted Level of Achievement by Grade to be Reached by End of Year & Mid-Year	Measure(s) of Achievement to be Used by Grade Level(s) Served	Quantity of Students to Achieve at Target Level	Timeframes for Each Assessment Method	Service Delivery Method & Frequency
Drop-out								
Substance Abuse								
Violent Behavior								

COMPREHENSIVE PLAN SUMMARY**Professional Development****Instructions: Complete the table showing Professional Development activities that are planned:**

Staff	Area of Professional Development to be Provided	Timeframe/Frequency of Activity	Source of Professional Development Activity	Outcome to be Achieved by Activity
<u>Example --</u> Professional Regular Program Staff	<i>Learning Styles of Indian Students</i>	<i>(1) ½ day session - Sept.</i>	<i>Comprehensive Center;</i>	<i>Improve knowledge of diverse student populations</i>
<u>Example --</u> Professional Project Staff	<i>Learning Styles of Indian Students; Teaching Math Skills</i>	<i>(1) ½ day session – Sept (2) 2-hr sessions Oct.-Nov.</i>	<i>Comprehensive Center; Consultants</i>	<i>Improve knowledge of diverse student populations; Improve teaching skills in math</i>
Professional Project Staff				
Paraprofessional Project Staff				
Professional Regular Program Staff				
Paraprofessional Regular Program Staff				
School Administrators				
School Support Staff				

Section C, Part IV

COMPREHENSIVE PLAN SUMMARY**Indian Student Assessments**

Instructions: Identify how the LEA will periodically assess the progress of all Indian children enrolled in the schools of the LEA (including Indian children who do not participate in the activities funded under this program) --

Assessment Procedure(s) to be Used	Timeframe/Frequency of Next Assessment Procedure(s)	Method of Dissemination to Parent Committee and the community	Timeframe for Dissemination Activities	How is LEA responding to findings of previous assessment(s)?
<i>Example: State assessments for grades 4, 6, 8 and 10</i>	<i>Spring 2000, Annually</i>	<i>Title IX Application Public Hearing; Parent Committee Meeting</i>	<i>March 2000 for Public Hearing; February 2000 for Parent Committee Meeting</i>	<i>Modifications made to proposed application; More concentration in lower-grade basic skills by Title I in math.</i>

Multi-Year Project Period Justification

Instructions: If a multi-year project period is being requesting a project (i.e., a project plan covering more than one school year), provide the following information:

Number of Years	Project Start Date	Project End Date	Reason Why a Multi-Year Project is Needed
<u>Example:</u> 5	<i>August 1, 2000*</i>	<i>July 31, 2005*</i>	<i>A 5 year project would enable the LEA to track student achievement over a longer period of time and allow for adjustments in project services as needed to increase student achievement.</i>

*Note: Unless otherwise specified, as shown in the example, the standard starting date of projects will be July 1 with an ending date of June 30 for the number of years requested. Although a multi-year project period may be requested and approved, an annual application for funding must be submitted by the announced closing date.

BUDGET DETAIL SUMMARY
PERSONNEL FUNDED BY PROJECT

Required for ALL applications. For new multi-year applications, submit a separate page for each year being requested. Make additional copies as needed.

Instructions: Complete all columns for each type of personnel to be funded by the program.

PERSONNEL FUNDED BY TITLE IX	NUMBER	PERCENT OF TIME	PERSONNEL COST	FRINGE COST
Project Director/Coordinator: (specify title)				
Teachers: (specify by type or title)				
Teacher Assistants: (specify by type or title)				
Counselors: (specify by type or title)				
Certified Support Staff: (specify by type or title)				
Non-certified Support Staff: (specify by type or title)				
Clerical Support Staff: (specify by type or title)				
Summer Teachers: (specify by type or title)				
Other: (specify by type or title)				
TOTAL				

BUDGET DETAIL SUMMARY
BUDGET CATEGORIES FUNDED BY PROJECT

Required for ALL applications. For new multi-year applications, submit a separate page for each year being requested. Make additional copies as needed.

BUDGET CATEGORIES: For each major budget category, identify the item(s) to be purchased with Title IX funds, the costs basis for the item(s), the project objective(s) that is supported by the proposed cost, and the amount per item.

ITEMS & COST BASIS	OBJECTIVE THAT COST IS RELATED TO	AMOUNT
TRAVEL:		
EQUIPMENT:		
SUPPLIES:		
CONTRACTUAL:		
OTHER:		
INDIRECT COSTS: (Identify rate)		
TRAINING STIPENDS:		
TOTAL		

DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION

INDIAN STUDENT COUNT - LEA TOTAL

LEA Name:		LEA Mailing Address:	
<p><u>Instructions:</u> This form is used to establish the total Indian student count of the LEA for the purpose of generating funds under the Indian education formula grant program. The information from the individual ED 506 forms on file during the count period for Indian students enrolled in the LEA during the designated count period is to be compiled and reported on this form.</p>			
<p>A. Breakdown of the <u>number</u> of eligible Indian children according to their eligibility status as indicated on the ED 506 form. The count of Indian children should be unduplicated by category, the sum of which is the same as the total number of Indian children identified in block B.</p> <p>1. _____ Federally recognized, including Alaska Native</p> <p>2. _____ State Recognized</p> <p>3. _____ Terminated</p> <p>4. _____ Organized Indian Group meeting the definition of "Indian"</p>			
B. Total <u>number</u> of eligible Indian children enrolled in the LEA's schools during the count period:		Count Period:	Total <u>number</u> of students enrolled in the LEA's schools (Indian and Non-Indian):
<p><i>The LEA certifies that the above count represents the number of eligible Indian students enrolled in the its schools and for whom a Student Eligibility Certification (ED 506) form <u>was on file</u> during the count period indicated. It is understood that this count will be used to calculate an award of Federal Assistance and that it is subject to audit.</i></p>			
Signature of authorized LEA representative		Telephone Number	Date

Additional Program Assurances for 84.060 - Indian Education Formula Grants
Required for ALL Applications

1. If the applicant is an LEA, it assures that funds received under this program will be used only to supplement the level of funds that, in the absence of the Federal funds made available under this program, the LEA would make available for the education of Indian children, and not to supplant such funds. (Section 9114(c)(1) of Part A, Title IX)
2. It assures that it will submit a performance report, or, for the last year of a project, a final report, that evaluates at least annually: (a) the grantee's progress in achieving the objectives in its approved application; (b) the effectiveness of the project in meeting the purposes of the program; and (c) the effect of the project on participants being served by the project. (34 CFR 75.590)
3. It assures that it will cooperate in any evaluation of the program by the Secretary. (34 CFR 75.591)
4. It assures that the program for which funds are sought is based on a local assessment and prioritization of the special educational and culturally related academic needs of the American Indian and Alaska Native students for whom the LEA is providing an education. (Section 9114(c)(2) of Part A, Title IX)
5. It assures that it will use the best available talents and resources, including persons from the Indian community. (Section 9114(c)(3) of Part A, Title IX)
6. It assures that it has developed the project for which application is made and any amendments to the application (a) in open consultation with parents of Indian children and teachers and, where applicable, secondary school students, including one or more public hearings; and (b) with the participation of a parent committee selected in accordance with section 9114(c) of the statute; and (c) with the written approval of that parent committee. (Section 9114(c)(3) of Part A, Title IX)
7. It assures, if it is a local educational agency, that the parent committee will adopt and abide by reasonable by-laws for the conduct of the project for which assistance is sought. (Section 9114(c)(4) of Part A, Title IX)
8. It assures that the policies and procedures, and sets forth such policies and procedures, including policies and procedures relating to the hiring of personnel, will ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents of the children, and representatives of the area, to be served. (Section 9114(c)(4) of Part A, Title IX)

9. It assures that an application for inclusion of these program funds in a Title I school-wide project, has been approved, in writing, by the parent committee and that the parent committee was allowed to review the application in a timely fashion, has determined that the program will not diminish the availability of culturally related activities for American Indians and Alaska Native students, and has determined that the Title I schoolwide project meets the purpose of the Indian education formula grant program. (Sections 9114(c)(4)(D) and 9115(c) of Part A, Title IX)
10. It assures that it will directly administer or supervise the administration of the project. (34 CFR 75.701)
11. It assures that it will keep records related to grant funds, program compliance and program performance and will afford the Secretary access to these records as the Secretary may find necessary to assure the correctness and verification of reports made by the applicant. (34 CFR sections 75.730-.732)
12. It assures that it has fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR 75.702)
13. It assures that the comprehensive plan developed will be consistent with, and revised as needed, and promote the goals in the State and local improvement plans, either approved or being developed, under Title III of the Goals 2000: Education America Act or, if such plans are not approved or being developed, with the State and local plans under sections 1111 and 1112 of Title I of the Improving America's Schools Act. (Section 9114(b) of Part A of Title IX)
14. Pursuant to Section 14306(a) of the Elementary and Secondary Education Act, it assures that:
 - The program will be administered in accordance with all applicable statutes, regulations, program plans, and application;
 - The control of funds provided under the program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and who will administer these funds and property to the extent required by the authorizing statute;
 - The applicant will adopt and use proper methods of administering the program, including -- the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out the program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

- The applicant will cooperate in carrying out any evaluation of the program conducted by or for the State educational agency (SEA), the Secretary or other Federal officials;
- The applicant will use fiscal control and funds accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under this program;
- The applicant will make reports, maintain records, provide information, and afford access to the State educational agency and the Secretary as may be necessary to enable the SEA and the Secretary to carry out and perform their duties under this program; and
- Before the application is submitted, the applicant affords a reasonable opportunity for public comment on the application and has considered those comments.

Title of Authorized Official	Organization
Signature of Authorized Official	Date

Section C, Part III

PARENT COMMITTEE APPROVAL

Required for ALL Applications annually except BIA-funded Schools and Tribes

Complete this page for Parent Committee approval of a regular Title IX program:

LEA Name: _____

Address: _____

City/State: _____ Zip _____

This certifies that the Parent Committee for the above LEA has participated in the development of the application herein submitted and approves the proposed project. This application is **not** submitted for inclusion of the project funds in a Title I school-wide program.

_____ Name, Title	_____ Date	_____ Name, Title	_____ Date
_____ Name, Title	_____ Date	_____ Name, Title	_____ Date
_____ Name, Title	_____ Date	_____ Name, Title	_____ Date
_____ Name, Title	_____ Date	_____ Name, Title	_____ Date

(Note: The LEA and Parent Committee (PC) are to locally determine the number of PC members that are required for PC approval of the application.)

PARENT COMMITTEE APPROVAL***Required for ALL Applications annually except BIA-funded Schools and Tribes****Complete this page for Parent Committee Approval for incorporation of project funds within a Title I Schoolwide Program:*

This certifies that the Parent Committee for the above LEA has participated in the development of the application herein submitted and approves the proposed project which **is** submitted for inclusion in a Title I school-wide program. The Parent Committee also certifies it has had an opportunity to review the program in a timely fashion, determines that the school wide program is consistent with the purpose of the formula grant program, and will not diminish the availability of the culturally related activities for the Indian students.

Name, Title_____
Date_____
Name, Title_____
Date_____
Name, Title_____
Date_____
Name, Title_____
Date_____
Name, Title_____
Date_____
Name, Title_____
Date_____
Name, Title_____
Date_____
Name, Title_____
Date

(Note: The LEA and Parent Committee (PC) are to locally determine the number of PC members that are required for PC approval of the application.)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

APPLICATION COMPLETION CHECKLIST

The following checklist is provided to assist LEA's in determining whether all requirements of the Formula Grant Application have been met.

<u>ALL Applicants for NEW projects should submit:</u>	<u>Section</u>
___ Triplicate copies	Section A
___ Face Page (ED Form 424; signed by authorized representative)	Section C, Part I
___ Budget Forms (ED Form 524)	Section C, Part II
___ Assurance and Certification Forms	Section C, Part III
___ Project Summary Forms for New Applications	Section C, Part IV
___ Project Summary Forms for Continuation Applications	Section C, Part V
___ Budget Detail Summary Forms	Section C, Part VI
___ Student Count Total Form	Section C, Part VII
___ Parent Committee Approval Form (requirement does not apply to BIA funded schools and eligible tribal applicants)	Section C, Part VIII
___ Information addressing Section 427 of GEPA	Section C, Part IX

NEW MULTI-YEAR PROJECTS - In addition to the above must submit:

___ Justification for multi-year project	Section C, Part IV
___ Project Summary Forms for New Applications (Project Performance Objectives for each year requested)	Section C, Part IV
___ Budget Detail Summary Forms (For each year requested)	Section C, Part VI

APPLICATION COMPLETION CHECKLIST

CONTINUATION APPLICATIONS - Submit the following:

___	Triplicate copies	Section A
___	Face Page (ED Form 424; signed by authorized representative)	Section C, Part I
___	Budget Forms (ED Form 524)	Section C, Part II
___	Assurance and Certification Forms	Section C, Part III
___	Project Summary Forms for Continuation Applications	Section C, Part V (Pages 1-3)
___	Budget Detail Summary Forms	Section C, Part VI (Pages 1-2)
___	Student Count Total Form	Section C, Part VII
___	Parent Committee Approval Form (requirement does not apply to BIA funded schools and eligible tribal applicants)	Section C, Part VIII

Section D